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AUTHOR Hawkins, William R.
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ABSTRACT

In order to develop a plan to furnish students with field experience within Oxnard College's psychology curriculum, this study reviewed existing programs at other area colleges through a literature review and interviews with field experience directors, examined the Oxnard curriculum and developed a plan for a directed field experience program within existing course offerings. The project aimed at establishing administrative and operational procedures for the proposed program and projected program costs. Study results indicated it would be possible to integrate the field experience plan within the existing psychology program without major cost increases. The proposed plan would utilize a dual-track integrated course structure with a field experience and an instruction track integrating student experiences with course content. In addition, the plan would involve minimal clerical support and would not disrupt or require additional scheduling or facility use. A bibliography is included. Appendices cover the field experience interview form, Oxnard course offerings in psychology, and course utilization proposals. (Author/TR)

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DIRECTED FIELD EXPERIENCE FOR PSYCHOLOGY CLASSES AT OXNARD COLLEGE: AN EXPLORATORY IMPLEMENTATION PLAN

William R. Hawkins
Oxnard Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

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ABSTRACT

This study was undertaken to develop a plan to furnish students with field experience within the psychology curriculum at Oxnard College. The plan includes realistic program objectives, a proven instruction methodology, and reliable prediction of success. The investigation and development of the plan followed a three-step procedure including a review of existing field experience programs in other colleges in the vicinity, a review of existing psychology curriculum at Oxnard College, and the development of a plan for a field experience program. The investigation was directed toward establishing administrative procedures, field experience procedures, and instructional methodology of the planned program. Also investigated was the feasibility of integrating the program into the present curriculum and projecting the cost of the program.

The investigation and development of a directed field experience program plan was successful. Ample background information for various procedures needed for a successful program was found. The procedures of the plan appeared suitable to integrate the plan within the existing psychology curriculum without a major increase in cost. A proposal was made to utilize an individualized instruction-field experience dual track course format that integrates student experiences into the course content. In addition, the proposed plan foresees limited clerical support and does not disrupt or require additional scheduling or facility use. A recommendation was made to submit the plan for implementation within the present curriculum at Oxnard College.

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TITLE DIRECTED FIELD EXPERIENCE FOR PSYCHOLOGY CLASSES AT OXNARD COLLEGE: AN EXPLORATORY IMPLEMENTATION PLAN*

INTRODUCTION

Substantial shifts are taking place in the course choices of college students. They are moving toward courses that have relevance to work experience and away from generalized or personal growth courses. The shift in student course choices is indicating a decrease in popularity of social science courses.[1] The proportion of student enrollment in social science courses dropped from 18 percent in 1969-70 to 8 percent in 1975-76. Programs in the professional and vocational fields were the major beneficiaries of the shift in student preferences. This, coupled with the growth in the number of college graduates flooding the job market, and employers seeking candidates with job related experience, signals the need for change in college curricula.[2]

If Oxnard College is going to provide students with real job opportunities, it must find some method of furnishing students with the work experiences that the job market demands. Directed field experience, which provides a hands-on experience for students, is a method of instruction that incorporates job preparation through actual student contact with the real world. Oxnard College presently offers a standard psychology

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*The title was changed from the submitted practicum proposal title to give emphasis on the specific areas of directed field experience rather than curriculum revision.

[1]"Survey Shows Drop in Social-Science, Humanities Majors," a report of the Carnegie Commission, The Chronical of Higher Education, 15 (December 19, 1977), 7.

[2]U. S. News and World Report, "Courses That Lead to Jobs Are Taking Over on Campus," (December 15, 1975), 50.

program similar to that found in most two-year institutions of higher education. However, the psychology program lacks one vital element--student work oriented courses with contact with actual professional problems--a directed field experience psychology program.[3] A directed field experience program in psychology is needed at Oxnard College to help fill the educational needs of the students.

The purpose of the investigation was to develop a plan incorporating directed student field experience for psychology classes at Oxnard College; a plan that would include realistic program objectives, a proven instruction methodology, and reliable prediction of success.[4] Considering the open admission policy of community colleges, the plan needed to include a development program to bring students to the requirements for assessed prediction of success, and a variable time frame to increase the probability for formative output.

The investigation and development of the plan followed a three step procedure including a review of existing field experience programs in the Ventura County Community College District and other colleges in the vicinity, a review of existing psychology curriculum at Oxnard College,

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[3]A field experience program is one in which a student comes into direct contact with individuals in a real-life situation, such as in clinics, rehabilitation centers, and hospitals. There are many variations of field experience which are directed toward specific goals and come under similar titles. Community service is directed toward improving community services or solving particular problems. Work experience is preparatory experience prior to entering employment. The term "field experience" is used in this study as the direct student contact with individuals for the purpose of enlarging the students' knowledge of the profession and its place in the community

[4]Dr. Guerin Fischer recently indicated to this participant that a product was an appropriate project for a curriculum module. This plan is such a product. It shows clearly how the present curriculum can be adopted to include field experience.

and the development of a plan for a field experience program. The results of the above steps were used to establish the administrative procedures, the field experience procedures, and the instruction methodology of the planned program. Beyond these, also included was a plan to integrate the program into the present curriculum and a projection of the cost of the program.

BACKGROUND AND SIGNIFICANCE

Oxnard College is dedicated to the philosophy of "providing education that will fill the needs of the post-high school population of the community college district." Further, the college recognizes "that the process of education is unending and that the search for better education and better instruction is continuous."[5] These sentiments are not new. They have been the primary purpose of community colleges since their beginning. And since community colleges are primarily teaching institutions and teaching is "causing learning," it is important to implement better methods of instruction toward these ends.[6] Colleges serving traditional students as well as vocational and occupational students need "real world" or hands-on experiences to supplement their courses. Steven Zwerling, Director of Inner College, Staten Island Community College, New York, echoes this concept. He calls for "experimental education programs (which) tend to stress personal development . . . helps students explore occupational interests and skills as a means of exploring self, using the work

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[5] Oxnard College Catalog, 1977-1978. Oxnard, California, 1977, pp. 8-9.

[6] Barton Herrscher, Dayton Roberts and John Roueche. Curriculum Development, Curriculum Development Module Syllabus. Fort Lauderdale, Florida: Nova University, 1973, p. 3.

experience as a means of supplementing classroom learning."[7]

At this point several factors justifying the development of a plan for field experience programs in psychology at Oxnard College became evident. These factors were the development of field experience programs, the success of past programs, and the value of field experience programs.

The development of field experience programs was amply reviewed by Herbert Bisno, an authority on social work education, in 1959. He found field experience in education to be very confusing and highly controversial. However, he suggested that it should be continued and refined.[8] Margaret Matson, a later authority in social work education, found the success of field experience programs a function of able administration. She emphasized a need for strict adherence to following the program's objectives, scheduling and costs.[9] Another review of the development of recent educational trends and the problems of innovating programs was by Kenneth Hansen. Hansen indicates that in the past "the failure of many innovative programs . . . may be attributed to their piecemeal approach or lack of significant involvement of teachers, students and community."[10] However, he notes that where these obstacles are overcome student-community interaction programs prosper.

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[7]Steven L. Zwerling. The Crisis of the Community College: Second Best. New York: McGraw-Hill, 1976, p. 213.

[8]Herbert Bisno. The Place of the Undergraduate Curriculum in Social Work Education, Vol. II. A Project Report of the Curriculum Study. New York: Council on Social Work Education, 1959, p. 53.

[9]Margaret B. Matson. Field Experience in Undergraduate Programs in Social Welfare. New York: Council on Social Work Education, 1967.

[10]Kenneth K. Hansen, "Rights, Responsibilities, and Curriculum," The Education Digest (October 1974), 41.

Many articles have been written about and studies reported of successful field experience programs. Margaret Matson noted that since Bisno's writing an "increased number of colleges and universities have added field experience to their course offerings, not only in social welfare, but in psychology, sociology, political science, and occasionally in interdisciplinary areas" with measurable success.[11] A study by Stephen Fawcett and Keith Miller reviewing a university field experience course indicated success of the program because of student preferences. Students desire socially revelant courses in educational programs, according to Fawcett and Miller. They see the appropriate form of revelant courses is field experience courses within appropriate community settings.[12]

Two other reports of successful programs point out the benefits of field experience programs. Brian Usher's report of a community involvement program in secondary schools noted several achievements. The program increased student knowledge of community and social agencies, increased student social and personal maturity, enhanced student academic self-concept and orientation to learning situations, and increased student clarification of vocational goals toward social service vocations.[13] The other report, by Betty Beiner and Philip Young, noted the success of a field-based educational psychology course. The course was successful when using a mastery

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[11]Margaret B. Matson. Field Experience in Undergraduate Programs in Social Welfare. p. 4.

[12]Stephen B. Fawcett and L. Keith Miller, "The Use of Personalized Instruction in a University Field-Work Course," in James M. Johnston. Behavior Research and Technology in Higher Education. Springfield, Illinois: Thomas, 1975, p. 5.

[13]Brian R. Usher, "Etobicoke Community Involvement Program Evaluation of a Secondary School Program Involving Students in Community and Social Service Activities," 1977. ERIC 138-649.

learning concept combined with directed field experience. The program was designed to fit into an existing format which increased the potential for success according to the authors.[14]

Other works have emphasized the value of field experience programs. Writing on future curriculum changes, Neil Postman who sees field experience programs as a necessity in life preparation, notes that "learning takes place best not when conceived as a prepartion for life but when it occurs in the context of actual living." Further, programs must transform "the relevant problems of the community into the students' curriculum," according to Postman.[15] The Carnegie Commission on Higher Education in their 1973 report recommended that optional programs be directed "toward broad learning experiences (in which) earlier contact is needed with actual professional problems."[16] Ralph Tyler, the Director Emeritus, Center for Advanced Study in the Behavioral Sciences, Palo Alto, California, echoes the Carnegie Commission's sentiment. The future curriculum revisions, according to Tyler, must give greater emphasis "to the need for a comprehensive examination of the nonschool areas of student learning."[17]

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[14]Betty T. Beiner and Philip B. Young, "A Field-based Educational Psychology Experience," paper presented at the Association of Teacher Educators Conference, Atlanta, Georgia, 2-5 February 1977. ERIC 137-298.

[15]Neil Postman, "Curriculum Change and Technology," in Sidney G. Tickton. To Improve Learning: An Evaluation of Instructional Technology. New York: Bowker, 1971, p. 284.

[16]Carnegie Commission on Higher Education. Toward a Learning Society: Alternative Channels To Life, Work and Service. New York: McGraw-Hill, 1973, p. 28.

[17]Ralph W. Tyler, "Two New Emphases in Curriculum Development," The Education Digest (February 1977), 11.

Overall, considering the review of literature of the development of field experience programs, the success of past programs and the emphasis placed on field experience programs, a rationale was conceived to justify the development of a plan. Under proper instructional guidance and using the available community resources, the students of Oxnard College, the college, and the community will realize the worth of the investment of a field experience program in psychology. Within the community there exist many valuable sources of educational potential which can be incorporated into the instructional process. The best way for students to develop an awareness of their career potential and to perceive their relationships to the society is for the college psychology courses to provide them with opportunities for direct interaction with life experiences.

PROCEDURES

The development of a plan to incorporate directed field experience for psychology classes at Oxnard College followed a three step procedure. The first step was a review of the existing field experience programs within the colleges of the district and other colleges in the vicinity. Included were interviews of field experience supervisors and a review of field experience program literature. The second step was a review of the existing psychology curriculum at Oxnard College. This included interviews of the Humanities and Social Studies Division Director and Psychology Department Head as well as a review of the psychology course outlines. And the third step was to develop a plan for a directed field experience program within the existing course offerings. The Program Development Flow Chart on the following page is a graphic presentation of the procedures to develop the program which briefly describes the phases of each step and their respective outcomes.

CHART NO. 1 PROGRAM DEVELOPMENT FLOW CHART

STEPS	PHASES	OUTCOME
STEP 1: Review of Existing Programs	Phase 1 - Interviews: Field Experience Supervisors of District and other Colleges Phase 2 - Review Field Experience Program Literature - Review Instructional Methodology Literature	Operational Procedures
STEP 2: Review of Existing Psychology Curriculum	Phase 1 - Interviews: Division Director and Psych. Department Head Phase 2 - Collection of Course Outlines, Chart Present Psychology Curriculum	Feasibility of Program Curriculum Chart
STEP 3: Development of Individualized Instruction and Field Experience Plan	Phase 1 - Utilize Interviews and Literature to Establish Administrative Procedures Phase 2 - Utilize Literature to Develop Operational Procedures for Field Experience Phase 3 - Utilize Literature to Develop Operational Procedures for Instruction Phase 4 - Set Field Exp. Program into Present College Curriculum Phase 5 - Establish the Cost of the Program	Administrative Procedures Field Experience Procedures Instructional Procedures Integrating Present Curriculum Cost Analysis

The first step of reviewing the existing programs of the colleges of the district and vicinity was divided into two phases. Phase one involved interviews with the field experience supervisors of other colleges. (See Appendix A for a sample of the interview questions). The second phase was a review of field experience program and instructional methodology literature. Six interviews were held with field experience supervisors of the two other colleges of the district, one four-year college and one social agency in the vicinity. The second phase included a review of field experience and instructional methodology literature. The literature was analyzed for practical procedures for the operation of the program; 7 field experience, 10 instructional methodology, and 3 combination of field experience and instructional methodology works were selected.[18]

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[18]Field Experience: Patricia Ashton and E. Paul Torrance, "Educational Psychology: The Crux of an Interdisciplinary Field-Based Approach to Teacher Education," Teachers College Record 78 (May 1977), 437-445; Herbert Bisno. The Place of the Undergraduate Curriculum in Social Work Education, Vol. II; Margaret B. Matson. Field Experience in Undergraduate Programs in Social Welfare; Hal Nelson, Bruce E. Bechtol, and Thomas W. Johnson, "Interviewing and Observational Techniques in Social Science Fieldwork," Journal of Geography 76 (March 1977), 94-99; Richard O. Peters, "The Community Based School and Community Oriented Teachers: For Student Learning in the Real World of the 1970's," May 1977. ERIC 138-572; Ann Garrett Robinson, "The Effects of a Community Service-Oriented Curriculum on Alienation, Perceived Student Role and Course Satisfaction in Community College Students," 1975. ERIC 135-431; and Brian R. Usher, "Etobicoke Community Involvement Program Evaluation of a Secondary School Program Involving Students in Community and Social Service Activities." Instructional Methodology, Mastery Learning: James H. Block (ed.). Mastery Learning: Theory and Practice. New York: Holt, Rinehart and Winston, 1971; and James H. Block and Lorin W. Anderson. Mastery Learning in Classroom Instruction. New York: Macmillan, 1975. Instructional Methodology, Minicourses: Albert I. Oliver. Maximizing Minicourses: A Practical Guide to a Curriculum Alternative. New York: Columbia University, 1978. Instructional Methodology, Inquiry: Rita and Kenneth Dunn. Practical Approaches to Individualizing Instruction: Contracts and Other Effective Teaching Strategies. West Nyack, New York: Parker, 1972; and G. F. Lowerre and J. M. Scandura. Conceptually Based Development of Individualized Materials for Critical Thinking Based on Logical Inference. Philadelphia: University of Pennsylvania, 1972. Instructional Methodology, Individualized Instruction and Programmed Learning: Judith A. Baughin, "Individualized Instruction: A Case Study of One Successful Program," 1975. ERIC 130-724; Barton R. Herrscher. Implementing

The second step of reviewing the existing psychology curriculum at Oxnard College was also divided into two phases. Phase one involved interviews with the college Division Director of Humanities and Social Studies and the Psychology Department Head. The interviews were conducted to determine the direction in which a field experience program would take and the feasibility of the program. The second phase was the collection of the course outlines of the existing course offerings and charting the courses with respect to course titles, description and objectives.

The third step of developing a plan for a directed field experience program within the existing course offerings was divided into five phases: 1) analyze information gathered from the interviews and review of field experience literature to establish the administrative procedures of the program plan, 2) review the field experience literature to develop an operational procedure of the program plan, 3) review the instructional methodology literature to develop an instructional procedure of the program plan, 4) set the field experience program plan into the present curriculum using the established course outline chart of step two, and 5) determine the cost to implement the directed field experience program.

The results of steps 1 and 2, the reviews of existing programs and

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Individualized Instruction. Statesville, North Carolina: Mitchell College, 1971; Stuart R. and Rita B. Johnson. Developing Individualized Instruction Material. Palo Alto, California: Westinghouse Learning, 1970; Fred S. Keller and J. G. Sherman. PSI--The Keller Plan Handbook. Menlo Park, California: Benjamin, 1974; and James Lewis, Jr. Administering the Individualized Instruction Program. West Nyack, New York: Parker, 1971. Combination of Field Experience and Instructional Methodology: Betty T. Beiner and Philip B. Young, "A Field-based Educational Psychology Experience;" Stephen B. Fawcett and L. Keith Miller, "The Use of Personalized Instruction in a University Field-Work Course;" and Louis Lowy, Leonard M. Bloksberg and Herbert J. Walberg. Integrative Learning and Teaching in Schools of Social Work: A Study of Organizational Development in Professional Education. New York: Association, 1971.

the existing psychology curriculum, are covered in the following Results of the Inquiry section. Step 3, the development of the field experience and instructional plan are covered in the Development of the Plan section.

RESULTS OF THE INQUIRY

Six interviews of field experience supervisors of colleges and a private service agency were held. The responses to the interviews were divided and charted into six categories. The categories identified the number of students participating in the programs, noted which programs are successful, stipulated if the programs are part of regular classes, pointed out the major areas of administrative problems, indicated if the students are volunteers, and gave samples of methods of evaluation. The chart on the next page is a breakdown of the interview responses.

The other two colleges of the district, Ventura and Moorpark Colleges, have several field experience programs in operation. Ventura College has programs in human services, nursing education, work experience and psychology work experience. The human services program, (interview number 1) is a successful program for students in the behavioral sciences.[19] The program utilizes agencies which are supervised and funded by Ventura County, such as mental health and public health agencies, free clinics, Assistance League, and the Adult Learning Disability Center. The nursing education program, (interview number 2) is a well established successful and certificated program.[20] Nursing education uses the local medical facilities, clinics and

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[19]Interview with Rebecca L. Nelson, Director of Human Services Program, Ventura College, February 7, 1978.

[20]Interview with Freda Fisher, Head, Nursing Education, Ventura College, March 7, 1978.

CHART NO. 2 INTERVIEW RESPONSES

	Interview and Location	No. of Students	Successful or Unsuccessful	Part of Class	Administrative Problems	Paid/ Volun.	Method of Evaluation
1.	Ventura College Human Services	66+	Successful	Yes	Hard to Start, Insurance	Vol.	-Instructor Evaluation -Agency Eval.
2.	Ventura College Nursing Educa.	25+	Successful	Yes	Clerical help, Insurance	Vol.	-Agency Cert. -Practical Exams
3.	Ventura College Work Experience - - - - - - - Psych. Field Experience	200/225 30	Successful Unsuccessful	Yes Yes	Time, Clerical help Clerical help, Management time	Paid Vol.	-Instructor -Work Supervisor -Instructor -Agency
4.	Moorpark Col. Voluntary Serv. Train. Manage.	62+	Successful (New)	Yes	Funding, Insur., Clerical help	Vol.	-Agency
5.	Saint John's College Field Education	84+	Successful	Yes	Travel, time, Evaluations	Vol.	-Contract -Agency Evaluation
6.	Interface	30/60+	Successful	No	Funded	Paid	-Contract -Agency Evaluation

+ Indicates the number of students is limited due to administrative work load and instructor control.

ambulance service agencies of the area. The work experience and psychology work experience programs, (interview number 3) revealed one successful and one faltering program.[21] The work experience program is primarily for students interested in cooperative work experience leading to job placement. It is a work-study program with work supervision and corresponding vocational training. The students locate their own jobs in the community with approval of the Work Experience Director. The psychology field experience program was a successful program in the past but has declined because the original instructor of the program is no longer with the college. At present, the program is faltering because it does not have a person devoted to the program, one who will give extra time needed to make it run smoothly.

Moorpark College has a new Voluntary Service Training Management program, (interview number 4) which is devoted to volunteer agency management training.[22] The program utilizes the public and private agencies in the vicinity. More agencies will be incorporated into the program as the number of student participants increase.

The other college and one private agency was contacted for a review of existing field experience programs. Saint John's College, a private four-year college in Camarillo, California, has a successful field education program, (interview number 5).[23] The field education program works with local social service agencies and hospitals of the area. The private

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[21]Interview with Charles Dahl, Work Experience Director, Ventura College, March 7, 1978.

[22]Interview with Kenneth Buchner, Director of Voluntary Service Training Management Program, Moorpark College, March 17, 1978.

[23]Interview with Sister Carmel, Director of Field Education, Saint John's Seminary College, February 21, 1978.

service agency, Interface Community, is a private crisis prevention training program, (interview number 6).[24] The agency trains and places community outreach counselors for crisis prevention, family counseling, child abuse prevention and youth alternative home counseling. They presently have several college students in the program.

Overall, the interviews of field experience program supervisors revealed a variety of successful programs. The number of students participating depended upon administrative resources and instructor availability. The major problems are with the program administration, management time and insurance agreements. The evaluation of the students fell within two general types--instructor and agency evaluation. Five of the program supervisors furnished forms to be used for evaluation of students.

A review of the literature of field experience programs and instruction methodology further aided in defining the operational procedures necessary for a successful field experience program. Insight into the basic procedures for operating the field experience portion of the program was gained from the literature. The instruction methodology literature and the literature which combined both the field experience and a specific instructional procedure gave insight into the procedures for operating the instructional portion of the program.

A concensus of the required general tasks taken from the field experience literature revealed several vital elements in the operation of the program: the objectives of the experience, the agency programs, the capacity/background of the students, the time the students will spend in

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[24]Interview with Billie Golden, Instructor-Director, Interface Community, Newbury Park, California, February 15, 1978.

the field, and faculty and student evaluation and input. The following chart is an overview of the general tasks and what is needed in the operational procedures of the field experience portion of the program to fulfill the tasks.

CHART NO. 3 FIELD EXPERIENCE OPERATIONAL PROCEDURES

General Task	Needed
1. Objective of the Experience	1. Clearly defined overall objectives of the field experience and the student's and agency's roles in the experience.
2. The Agency Programs	2. The availability of a variety of agency experiences. Complete description of agency's programs and objectives. An established agency contract detailing the responsibilities of the agency, student, and supervisor.
3. The Capacity/Background of the Student (The screening element of the field experience portion of the program)	3. A pre-evaluation instrument to determine the level of psychological maturity, the background and interests of the student.
4. Time Student will Spend in the Field	4. Clearly defined field experience contact time for each type of agency.
5. Faculty and Student Evaluation and Input	5. Continuous program evaluation and instructor input. Variable formats that adjust to instructor availability and administrative assistance.

In addition, clearly defined objectives were found to be necessary to conduct the field experience portion of the program. The student should have the opportunity to assume the responsibility for productive interaction with the assigned agency. This should include observation and assisting where possible and the assessment of the experience. A variety of agency experiences should be available to the student including a complete outline of the agency's programs and objectives so that the student may assess his own interests in and suitability for a career in psychology or another

helping profession. An agency contract outlines the responsibility of the agency, student, and supervisor or college. The student capacity and background is a necessary screening element. A pre-assessment of student background and interest also aids in student placement with agencies. A student time table is necessary to define the field experience contact time for each type of agency experience. This is also necessary to balance the field experience portion of the program with the instructional portion. And last, there is a need for continuous program evaluation and creative input. Evaluation instruments are needed for faculty and student critiques of the field experience. The evaluations lead to formats of the field experience and instructional portions of the program. They also are needed for adjustments of instructor availability and administrative functions.

The literature on instruction methodology combined with field experience points out that the use of a variable time frame of either mastery learning or individualized instruction is the most successful instructional method. The integration of theoretical information acquired at the students' own pace applied with the field experience produces the most successful outcomes. The use of instructional "system" charts a path followed by a learner and allows him to gain command of the course content whether it is mastery learning, a minicourse, inquiry and research, individualized instruction or programmed learning. The instruction system should be a sequence of units of material, each unit comprised of a pre-assessment, a learning activity, and a post assessment section and geared to the individual's pace. Therefore, a systematic approach to instruction as outlined by Barton Herrscher in the co-authored work, Toward Instruction Accountablity: A Practical Guide to Educational Change, is a "rational framework into which any mode of instruction will fit . . . or any other approach that incorporates

self-paced learning."[25]

Considering the recommended instruction method from the literature, the operational procedures of the instruction methods portion of the program should include a variable time frame and a systematic approach to instruction. The following chart depicts the general tasks and what is needed in the operational procedures of the individualized instruction portion of the program to fill the tasks.

CHART NO. 4 INDIVIDUALIZED INSTRUCTION OPERATION PROCEDURES

General Task	Needed
1. Assessment Prescription	1. A developmental program to bring students to the requirement level for successful completion of the course.
2. Objectives of Instruction	2. Clearly defined overall objectives of the individualized instruction and the student's requirements.
3. Systematic Approach to Instruction	3. An instruction system of units that incorporate the basic steps of rationale, specific objectives, pre-assessment, learning activities, post-assessment and revision.
4. A Variable Time Frame	4. Instruction units constructed and administered to allow the student to progress at his own pace.

It was found that the instruction portion of the operational procedures should have a course pre-assessment to predict the degree of success of the instruction portion of the program. An assessment prescription is used to determine the student's ability to understand and complete the

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[25]Barton R. Herrscher, "Systematic Approach to Instruction," in John E. Roueche and Barton R. Herrscher. Toward Instruction Accountability: A Practical Guide to Educational Change. Palo Alto, California: Westinghouse Learning, 1973, p. 17.

instructional material. The second general task of instructional objectives should be clearly defined. The objectives establish what is required of the student to complete the instructional portion of the course. The third recommended general task is the use of a systematic approach that includes six basic steps: a rationale, that shows the relevance of the course to the needs of the student and its fulfillment of the purpose of the course, specific objectives of each unit that outline the student's behavior upon completion of the instruction, a pre-assessment of the learner's capabilities for each unit prior to the formal instruction or learning activity, a post-assessment of the learner's success in mastering the contents of the unit, and a feedback or revision instrument that will indicate areas for revision that will increase future student success in obtaining the objectives of the unit. And last, a variable time frame to allow students to progress at their own rate. The limitations within the time frame are set in the objectives of the instruction portion of the program.

The review of the existing psychology curriculum comprised two phases: interviews with the college Division Director of Humanities and Social Studies and the Psychology Department Head; and collection, review, and charting of the present psychology courses. These phases resulted in a review of the feasibility of the program and the development of a psychology curriculum chart.

The interview with the Psychology Department Head resulted in a negative response to the program concept.[26] The main area of concern was that Oxnard College needed refinement of the existing courses and a need to

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[26]Interview with Deena Case, Psychology Instructor and acting Psychology Department Head, Oxnard College, March 13, 1978.

develop community support for what is presently offered. Other comments were that the priorities should be with the overall program development first, and then with the refined programs and that a field experience program would be more appropriate at a college with considerable past experience. Another foreseen problem was the lack of clerical support.

The interview with the Division Director of Humanities and Social Studies revealed little more positive response than the interview with the Psychology Department Head.[27] The major concerns were administrative: the program was perceived to be too expensive because of the hours required to operate, too many students were enrolled for available agencies, and extra work causes a strain on the clerical staff. From past experience of Ventua College, the interviewee considered field experience appropriate for vocational and certificate programs--not attached to academic courses.

Overall, the interviews with the staff of Oxnard College indicated little encouragement for the implementation of a field experience program, mainly because of feelings of insecurity of the present course offerings and a possible increase in administrative workload.

The collection, review and charting of the present psychology courses at Oxnard College was basically mechanical in nature. The procedure was aimed toward gathering the following specifications and data to chart the psychology curriculum: listing of course offerings, grouping courses by category, and course utilization. A review of the Oxnard College Catatog, 1977-1978 revealed a total of sixteen psychology course offerings. However, the collection of course outlines from the college Office of Dean of

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[27]Interview with Dr. Robert Renger, Division Director, Humanities and Social Studies, Oxnard College, March 22, 1978.

Instruction revealed seventeen courses. The course outlines were charted into the categories of: title or interest area, description, objectives and prerequisites. See Appendix B for a breakdown and analysis of course offerings from the course outlines.

A further review of the psychology course outlines afforded a grouping of the courses into three categories: standard courses of a general nature, specific courses for psychology majors/minors, and special areas of interest.

Standard Courses of a General Academic Nature
- General Psychology
- Interpersonal Relations
- Social Psychology
- Developmental Psychology
- Introduction to Humanistic Psychology

Specific Courses for Psychology Majors/Minors
- Beginning Statistics
- Experimental Psychology
- Physiological Psychology

Special Areas of Interest
- Creative Listening
- Sex Roles
- Loss, Grief and Death
- Human Sexuality
- Exceptional Child
- Parent-Child Interaction
- Psychology for Maturity and Aging
- Animal Behavior
- Current Topics and Directed Studies

The 5 standard courses of a general academic nature are those found in most community college catalogs in the Southern California area. Included within this group are the courses required in general education and

certification programs.[28] The specific courses for psychology majors and minors are advanced courses, generally the third or latter courses in a series. These courses require special preparation and utilize specialized equipment. The other courses are of special interest and are limited to a specific topic area.

A review of the college Class Attendance Schedules revealed the course utilization since Oxnard College became operational in the summer of 1975.[29] The psychology classes consistently scheduled and completed have been the standard courses of a general academic nature--general psychology and interpersonal relations. See Appendix C for the psychology classes offered, student attendance and class cancelled listing.

Combining the above specifications and data the psychology curriculum was charted as noted in Chart Number 5 on the next page.

DEVELOPMENT OF THE PLAN

The third step was to develop a plan for a directed field experience program within the existing course offerings. The specific elements of the plan--the administrative and field experience-instructional procedures were derived from the aforementioned review and analysis of steps 1 and 2. A directed field experience program outline was developed indicating the requirements for each section and how each will be accomplished--see Chart Number 6.

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[28]Of the nineteen listed career fields at Oxnard College, 9 listed psychology courses as a general requirement and 10 as a specific requirement of a certain course. William R. Hawkins, "Measuring Student Preference at Oxnard Community College for Psychology Courses and Psychology Related Fields." December 1976. ERIC 140-881.

[29]Office of Registrar, Oxnard College, Class Attendance Schedules by Session, Office Files, Summer 1975 - Spring 1978.

CHART NO. 5 PSYCHOLOGY CURRICULUM CHART

Course Title	Entrance Level (Prerequisites)[1]	Course Category[2]	Transferable[3]	Utilization Offered/Canc.	Attend.[4]
General Psy.	Open	Standard	Yes	40/2	39/917
Inter. Rel.	Open	Standard	Yes	22/4	18/348
Social Psy.	General Psy.	Standard	No	2/1	1/22
Develop. Psy.	General Psy.	Standard	Yes	10/3	7/142
Begin. Stat.	Basic Math & Algebra	Specific	Yes	3/0	3/43
Exper. Psy.	General Psy. Begin. Stat.	Specific	Yes	3/2	1/13
Physio. Psy.	General Psy.	Specific	Yes	0/0	0/0
Creative Listening	Open	Special	No	1/0	1/25*
Sex Roles	General Psy.	Special	No	2/0	2/23
Loss, Grief & Death	Open	Special	No	3/1	2/27
Human Sexual.	Open	Special	No	1/0	1/17
Except. Child	Open	Special	No	1/0	1/9
Parent-Child Interaction	Open	Special	No	3/1	2/22
Psy. for Maturity and Aging	Open	Special	No	0/0	0/0
Animal Behavior	General Psy.	Special	No	1/0	1/30
Current Topics, Dir. Studies	Depends on Subject	Special	No	10/0	10/160

*Changed to Personal Growth, Summer 1977.

Notes:

1. Entrance level (Prerequisites) - The suggested student requirements prior to taking the course. Open - Indicates no established requirement.
2. Course Category - Group to which course was assigned as noted on page 20.
3. Transferable - Courses listed as transferable to California State Colleges and Universities and State Universities as provided by Articulation Agreements.
4. Utilization--Offered, Cancelled and Attended - Number of courses offered/courses cancelled because of insufficient enrollment. Number of courses conducted/number of students attended.

CHART NO. 6 DIRECTED FIELD EXPERIENCE OUTLINE

The Overall Program Administrative Procedures (Step 3, Phase 1)

Requirement	Accomplished By
1. Entrance level criteria to establish probable success in the program.	Establish from the use of the pre-evaluation instruments and student success over time.
2. Pre-evaluation instrument for psychological readiness for the field experience track and academic assessment for the instruction track.	Use of standardized psychological inventory tests. Use of standardized diagnostic reading tests.
3. A developmental program to bring students to the proper entrance level.	Integrate with already established remedial courses at the college.
4. Overall objectives of the program.	Establish in the course introduction through an individualized instruction format in a student manual.
5. A dual-track integrated course structure--a field experience track and an instruction track. (See Diagram 1 below)	Utilizing student experience evaluations and class discussion sessions for field experience. Use individualized instruction for the instruction track.
6. A variable time frame for total course completion as well as units within the course.	Established in course introduction through an individualized instruction format in a student manual.
7. A continuous program evaluation for program improvement.	Overall course evaluation as a requirement at couse completion. Individual unit evaluations as a part of individual instruction format.

Specific Field Experience Procedures (Step 3, Phase 2)

1. A defined experience time schedule.	By student contract during course introduction. In student manual.
2. Objectives of field experience by agency.	In unit individualized instruction.
3. Student and Agency role in experience.	In unit individualized instruction.
4. Variety of Agency programs.	Established through availability and agency contract.

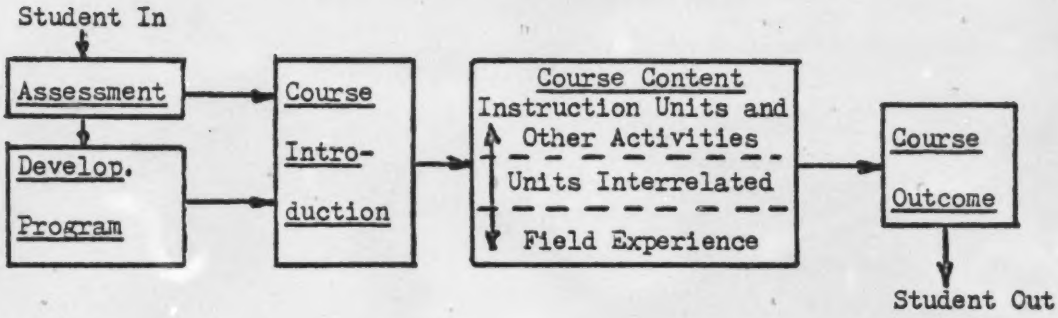
Specific Instruction Procedures (Step 3, Phase 3)

1. Use of instructional units.	Construct units according to course.
2. Use systematic approach for instructional units.	Units to include rationale, objectives, pre and post assessments, learning activities and revision format.

The overall operational design of the program--a field experience and individualized instruction two track design--is diagramed as follows.

DIAGRAM NO. 1

INDIVIDUALIZED INSTRUCTION-FIELD EXPERIENCE DUAL TRACK COURSE



The major course preparation will involve the location and particulars of the local service agencies, and the student course material as listed below. * Indicates instructor prepared material.

Prior to the Course

* Location and particulars of agencies
* Agency descriptions/objectives and contracts

Assessment

Psychological Inventory Tests
Diagnostic Reading Tests

Development Program

Use of established remedial courses

Course Instruction

* Student Manual to include course overview, objectives, units required and variable time frame schedule for unit completion
* Student Course Contract

Course Content

* Instruction and field experience interrelated units following a system approach format

Course Outcome

* Course evaluation or Final Test

The service agencies' descriptions and contracts are necessary prior to the instructional material preparation.

All students are required to take the pre-assessment exercises before acceptance into the program. This is a requirement of most vocational work experience and certificated programs.

The introduction section is a standard course introduction. Included is a student manual utilizing a system approach to review the course overview, objectives, units required and variable time frame for unit, and course completion. A student course contract completes the introduction section.

Individualized instruction and field experience units are the major portion of the course. The units are determined by the course content and the agencies involved and follow a system approach format. A unit is to be completed by the student prior to moving to the next unit. Each unit includes the objectives of the field experience, student and agency roles in the experience, and instruction material.

A formal examination may be used or an evaluation of the overall student performance. The course evaluation also aids in establishing an entrance level as noted in item one under the overall administration procedures.

A review of the psychology course groupings and the Psychology Curriculum Chart indicated the best area in which to integrate the program was within one of the standard courses of a general academic nature. This was determined because the standard courses are of broad material content, are well attended and are considered as transfer courses to the California University and College systems. The three specific courses of Beginning Statistics, Experimental Psychology and Experimental Research were deemed

not desirable for the program because of their limited course content. The two standard course offerings of General Psychology and Interpersonal Relations are the core survey courses for psychology. These also were not considered desirable to integrate into the program because the students are in the beginning stage of introduction to the field of psychology. The remaining two courses of Social Psychology and Developmental Psychology were considered. Social Psychology lends itself to a directed field experience program with emphasis upon groups, membership, social agencies, and group interaction. The Developmental Psychology course covers human development from beginning of life (pre-natal) through old age, which lends itself to many of the various service agencies at all stages of life. Either course is a viable vehicle for a directed field experience program in psychology. It is important to note that other courses may be adopted, however, it was the intent of this investigation to plan the program to be adapted to an existing course.

The last phase of step 3, the establishment of the cost of the program, although not a specific part in the development of the program, is vital in its acceptance and continuous operation. A review of the field experience literature and the past experience of this investigator set the three areas of consideration in a program cost analysis.[30] The areas of

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[30] A pioneer project at California State University, Northridge under joint authorship with this investigator, combined classroom problem solving techniques with field experiences for courses in educational psychology. Peter Dewitz, Judith Green and William Hawkins. Teacher-Teacher: A Problem Solving Project for Educational Psychology. Unpublished material, California State University, Northridge, 1971. Portions of the project are being used at Kent State University, under the direction of Judith Green. A good source for faculty time, scheduling and costs is Margaret Matson. Field Experience in Undergraduate Programs in Social Welfare. pp. 40-52.

cost (faculty salaries, travel funds, and secretarial services), sheduling and facility use compared to a regularly scheduled class was the basis of the cost analysis.

Faculty costs were computed according to time rather than in dollars and compared to a regular class as noted in Chart Number 7 as follows.

CHART NO. 7 FACULTY COST COMPARISON (PER SEMESTER)

Field Experience Program		Regular Class
Student Loading	30 Students	30 Students
Agencies	10 Agencies	--
Field Placement (Agencies) - 20 hrs. (1 visit ea. agency @ 1½ hrs. + travel)	20 hrs.	--
Supervision of Agencies - 25 hrs. (2 visit each agency @ 1 hr. + travel)	25 hrs.	--
Review of Student Work - 15 hrs. (@ ½ hr. per student)	15 hrs.	--
Class preparation - 8 hrs. (½ hr. per class per week)	8 hrs.	24 hrs. (½ hrs. per class hr.)
Class Time/Lectures - 32 hrs. (1 hr. per week + counseling)	32 hrs.	48 hrs. (3 hrs. per wk.)
Writing/Grading Examinations - 5 hrs.	5 hrs.	30 hrs.
Totals	105 hrs.	102 hrs.

The faculty cost comparison per semester (by hours) of both the directed field experience program and a regularly scheduled class was approximately equal. Variations within some of the listed categories may vary according to the desires of individual instructors. However, the cost of the directed field experience program may increase depending upon travel mileage allowance.

Secretarial services were calculated necessary for the field experience program to complete contracts and mailing services. Using

standard agency contract forms with 10 agencies at 1 hour per agency per semester equals 10 hours secretarial services. An accurate determination of secretarial services for regular classes was difficult to determine. Informal inquiries of 8 instructors revealed the major secretarial use was for test preparation and handouts. Also the work was scheduled on a service availability basis.

The remaining two areas of cost--scheduling and facility use--for a directed field experience program and a regularly scheduled class were found to be the same. Scheduling of both types of classes remains as presently handled with consideration for instructor and student availability. Facility use, as the scheduling, remains as presently handled. The actual classroom utilization is one-third less with the directed field experience program. However, scheduling will be required for an assessment session prior to the beginning of the field experience class.

Overall, the cost analysis revealed the course operation of the directed field experience program slightly higher than a regularly conducted psychology class. The required instructor hours, the scheduling of classes and the use of the facilities are approximately the same. The only difference was the cost of travel allowance in the directed field experience program.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

The investigation and development of a directed field experience program plan was successful even though there were several negative aspects. The effort was exploratory in nature which sought out the best information and the best approach to developing a field experience program at Oxnard College. The interviews and research of the literature gave ample background information and suggestions for the various procedures needed for a

successful program. The procedures of the plan appeared suitable to integrate the plan within the existing college psychology curriculum without a major increase in cost.

The interviews with the various field experience supervisors proved encouraging and helpful. They pointed out the needs for a functional program--one that is easily implemented and administered. The major problems, as were noted from the interviews, of clerical assistance and agency agreements, can nearly be eliminated by the use of a pre-planned, systematic approach in the program.

The review of field experience and instruction methodology literature proved helpful and enccuraging. The literature reviewed the same areas of inquiry as the field experience supervisors' interviews and assisted in outlining the operational procedures of the plan--both the field experience and instruction methodology portions.

The only negative input of the investigation came from the interviews of the Oxnard College faculty. Their main concern was instructor utilization, cost of the program, secretarial assistance and the present condition of the psychology curriculum. However, the implementation of a functional program eliminates these concerns of additional cost and assistance--a functional program where the course will operate with a minimum of instructional preparation and a maximum of student field experience within a regularly scheduled course time frame.

Two psychology courses appeared to be appropriate vehicles for a directed field experience program and implementation would not cause any shift or necessity to reorganize the present curriculum.

The proposal of a dual track field experience-individualized instruction plan integrates student experience into the course content. The

plan is manageable without extra instructor effort even though the initial course preparation requires extra time and effort.

Overall, the investigation and development of a directed field experience program plan, when utilizing a functional program, has no major increase cost factor, uses little clerical effort, integrates well within the existing psychology curriculum and does not disrupt or require additional scheduling or facility use. Therefore, the following recommendations are set forth to implement the plan.

1. Submit the plan to the Oxnard College Division Director of Humanities and Social Studies for consideration and further submission to the curriculum committee with recommendation to implement the program open to students of all disciplines.
2. Emphasize the rationale that Oxnard College furnish field experience in the social studies area as well as in the vocational area--one that will benefit the students through hands-on experiences.
3. Develop and implement the plan within either the present social or developmental psychology course offerings.

These recommendations, however, are for the implementation of the plan. Further refinement of the program will be necessary for full implementation.

The potential for improvement and positive change in the psychology course offerings are great. Whenever a program can benefit students through hands-on experiences, benefit the college with increased interaction in the community, and benefit the community with better prepared citizens to fill the needs of the community, then it is a vehicle for positive change and an impetus for continued student, college and community improvement.

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APPENDIXES

APPENDIX A - FIELD EXPERIENCE INTERVIEW

B - PSYCHOLOGY COURSE OFFERINGS

C - COURSE UTILIZATION

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 1 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

APPENDIX A

FIELD EXPERIENCE INTERVIEW

_____ _____

Name Place/Institution

_____

Time/Date

1. Do you presently ( ), did you have a field experience program?( ).
2. What number of students participate(d) in the program? _____
3. Do you feel it is/was successful program? Yes _____ No _____

   Because? _____

   _____
4. Is/was the field experience a part of a particular course? _____

   Which course? _____
5. Which service groups do/did you work with? _____

   _____

   _____
6. Are/were there any problem with administrative procedures for your program such as insurance, etc.?

   _____

   _____
7. Are/were your students volunteers in the program? _____ Paid? _____
8. What method of field experience evaluation do/did you use? (Get sample)

   _____

   _____

   _____
9. Other comments. _____

   _____

   _____

   _____

APPENDIX B

PSYCHOLOGY COURSE OFFERINGS

Title	Description	Objectives	Pre-requisite
Creative Listening	Covers theories/techniques of listening. Exercise and practice included.	Develop listening skills. Lean non-verbal skills. Understand communication. Practice effective listening.	None
General Psychology	Overview of psychology, includes conditioning/learning, intelligence, motivation, mental health, therapy.	Understand human behavior and apply basic concepts of psychology in daily lives.	None
Interpersonal Relations	Explores personal awareness and interaction. Explores ways of knowing self and to perceive others.	Use of psychological principles of human behavior. Understand personality development, needs, drives and problems of adjust.	None
Beginning Statistics	For students majoring in psych., sociology, and anthropology. Emphasis on behavioral statistics.	Develop skill in statistical tests of hypoth. Understand value of probability in research. Ability to read/evaluate statistics used in research.	Basic Math & Algebra
Intro. to Experimental Psychology	For prospective Psych. majors, emphasis on design, conduct and writing experimental research.	Ability to question behavior. Understand variables influencing behavior. Develop skill in designing, conducting, and writing research.	Gen. Psych. & Begin. Stat.
Intro. to Physiological Psychology	For psych. majors. Explores physiological basis of behavior.	Knowledge of research in physiological basis of behavior. Examine ethical, moral implications of research.	Gen. Psych.
Social Psychology	Study of human social relationships, groups, personal interaction, social attraction and social change.	Understand group effects, memberships. Increase effectiveness as group members, knowledge of areas of social psych.	Gen. Psych.
Sex Roles	Explores sex role development and how roles can be changed. Explores role conflicts, stereotypes, groups, sexuality, and psych. implications.	Understand sex roles and their development, stereotypes. Analyze current trends of sex roles.	Gen. Psych.

APPEXDIX B - CONTINUED

Developmental Psychology	Human development from beginning of life through death. Emphasis on developmental patterns.	Increase knowledge of research. Knowledge of human development, and theories.	Gen. Psych.
Loss, Grief and Death	Examine personal feelings and behavior associated with loss, grief and death.	Identify/deal with loss, grief and death. Develop personal philosophy of life. Increase knowledge of psych. dealing with death.	None
Human Sexuality	Biological, psychological and sociological aspects of sexuality. Emphasis on personal sexuality.	Understand research into sexuality. Knowledge of biology, psychology and sociology of sexuality.	None
Exceptional Child	Characteristics and problems of mental retardation, socially handicapped and emotional children.	Understand basis/causes of difference of exceptional children. Describe range of mental retardation, emotional and gifted abilities. Develop ability to relate to exceptional children.	None
Parent-Child Interaction	Explore role of being a parent. Focus on theories of effective parent-child relationships, identifying problem areas.	Understand effective parent roles. Understand theories of effective parenting, child develop. Identify parent-child interaction.	None
Psychology of Maturity and Aging	Human development from middle age through old age. Emphasis on aging as a normal process.	Human devel. beyond adolescence. Discuss aging as a positive experience. Develop interests in planing for older years.	None
Animal Behavior	Camparative psych. and ethology. Emphasis on behavior of mammals, reptiles and birds.	Study comparative psych. and ethology. Familiar with basic behavior patterns of animals.	Gen. Psych.
Intro. to Humanistic Psychology	Explore humanistic movement. Theories of eastern and western thought and prominent humanists.	Understand third force in psychology. Show relationships between major schools of thought in psychology.	Gen. Psych.
Current Topics	Specialized topics not covered in other courses.	Explore new areas. Increase depth of knowledge.	None
Directed Studies	Independent study.	Flexibility for student scheduling.	According to subject

APPENDIX C

COURSE UTILIZATION

Right no. = Class Cancelled
Left no. = Student Attend.

Course	Trans-ferable	Sum 1975	Fall 1975	Spr 1976	Sum 1976	Fall 1976	Spr 1977	Sum 1977	Fall 1977	Spr 1978	Total
Psy. 10 Creative Listening		-	-	-	-	-	25	Changed		to Pers. Growth	
Psy 101 General Psychology	*	1 46	157	94	41	1 136	113	50	144	136	917/2
Psy 102A Interpersonal Rel.	*	17	28	61	1 -	71	40	1 16	33	66	332/2
Psy 102B Interpersonal Rel.		2 -	-	-	-	-	16	-	-	23	39/2
Psy 103 Beginning Statistics	*	-	-	11	-	-	13	-	-	19	43/0
Psy 104 Intro. to Exper. Psy.	*	-	-	-	-	1 -	-	-	1 -	13	13/2
Psy 105 Intro. to Phys. Psy.	*	-	-	-	-	-	-	-	-	-	- -
Psy 106 Social Psychology	*	-	-	1 22	-	-	-	-	-	-	22/1
Psy 107 Sex Roles		-	-	-	-	12	-	-	11	-	23/0
Psy 108 Developmental Psy.	*	-	-	-	-	1 -	18	1 -	1 -	1 -	18/3
Psy 109 Loss, Grief & Death		-	-	21	-	-	1 26	-	-	-	47/1
Psy 110 Human Sexuality		-	-	17	-	-	-	-	-	-	17/0
Psy 111 Exceptional Child		-	-	-	-	-	-	-	-	9	9/0
Psy 112 Parent-Child Inter.		-	-	-	-	-	-	-	1 12	20	32/1
Psy 113 Psy. of Maturity		-	-	-	-	-	-	-	-	-	- -
Psy 120 Animal Benavior		-	-	-	-	-	-	-	-	30	30/0
Psy 130 Humanistic Psychology		-	-	-	-	-	-	-	1 -	-	0/1
Psy 189-A-Z Current Topics in Psy.		-	-	-	-	-	101	-	33	-	134/0
Psy 199 A/B Directed Studies		-	-	-	-	-	31	-	-	14	45/0